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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 17 titles deal with a variety of topics, including the following: (1) the communicative competence of teenage boys in a northern United States urban warren; (2) the effects of second language learning upon reading achievement in selected English speaking second and fifth grade students; (3) differences in WISC verbal-perfcrmance categories and reading achievement among black, urban school children; (4) the development of a language arts program designed to improve reading and writing skills in Spanish or bilingual secondary level students using their interest as motivation; (5) the effects of race and dialect on decoding; (6) racial similarities and differences in adolescents' proverb comprehension; (7) the effects of dialects in selected passages on black third grade students' reading strategies as revealed by miscue analysis; (8) children's acquisition of variable features; (9) factors associated with low achievement among Mexican-American college students; (10) the speaking and reading durations of young black adults; (11) the effects of content schema on reading comprehension for Hispanic, black, and white cultural groups; and (12) Black English and the Stanford-Binet test of intelligence. (FL)

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Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

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Bauersfeld, Robert Irvine
THE EFFECTS OF SECOND LANGUAGE ACQUISITION UPON READING ACHIEVEMENT IN GRADES TWO AND FIVE OF SELECTED ENGLISH SPEAKING STUDENTS

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DIFFERENCES IN WISC VERBAL-PERFORMANCE CATEGORIES AND READING ACHIEVEMENT AMONG BLACK, URBAN SCHOOL CHILDREN

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AN INVESTIGATION OF THE COMMUNICATIVE COMPETENCE OF TEENAGE BOYS IN A NORTHERN URBAN WARREN

Order No. 8123608

BAKER, BAILEY BELL, JR., PH.D. *Purdue University*, 1981. 166pp. Major Professor: Ralph Webb

Poor school performance and subsequent failure in the marketplace among black youths have been, in recent years, attributed to inadequate language skills (or black talk). Therefore, various programs have been proffered to enrich the language behaviors of these youths--that is, to teach them standard English. These programs have had minimal success. This study, too, was concerned with the alleged inadequate language skills of black youths.

The focus of this study was the communicative competence of a group of warrenized teenage boys. Communicative competence was defined as those communication abilities necessary to function as a member of a given speech community. Black talk was therefore seen in terms of communicative competence. This allowed black talk to be studied both as communication behavior and as cultural behavior. (Black talk was seen as an instrument of adaptation.) A basic assumption of this study was that an understanding of black communicative competence is necessary for assessing specific language skills.

Sixty teenage boys served as participants. Each participant was interviewed in one of five communication situations. The High Potency Background (HPB) situation was designed to elicit samples of talk in an informal, low-pressure climate. Cultural factors provided the topic in this situation. The High Potency Immediate (HPI) situations were designed to elicit speech samples in a more formal, high-pressure climate. Jobs and school were the primary topics discussed.

The Overlapping Communication Situations (OCS) were also designed to elicit speech samples in a formal, high-pressure climate. However, conflict was added. Participants were told (in the cover story) that they would discuss the relevance of a high school education to employment opportunities, but were forced to discuss cultural issues. In both the HPI and OCS situations participants were interviewed alone; others were interviewed in groups of two or three. A white confederate was used in the OCS situation.

Four variables were measured in each situation: consonant clusters, voiceless interdental fricative /Θ/, post-vocalic /r/, and third person singular present tense /s/. These variables were measured in free discourse (spontaneous talking) and reading styles.

Four research questions were asked: (1) What is the language behavior of black youths in specific communication situations? (This question sought whether the situations would have a systematic or patterned influence on language behavior.) (2) By what criteria do black youths distinguish among varying communication situations? (3) What are the evaluative reactions of black youths to language behavior in specific communication situations? and, (4) To what extent do black youths identify particular language behavior as appropriate for specific communication situations?

Findings indicated that the five situations had a consistent and patterned influence on language; pressure and clarity were primary reasons used for distinguishing the situations; participants were able to evaluate language behavior as appropriate for specific situations; and, participants did identify specific variants as appropriate or inappropriate.

These findings suggested that black youths seem to resist becoming proficient with standard English. Further analyses were made using a cultural framework which posited cultural interference as the basis for resistance. Reasons and recommendations were given for surmounting cultural interference. A model of black communicative competence was also proposed.

THE EFFECTS OF SECOND LANGUAGE ACQUISITION UPON READING ACHIEVEMENT IN GRADES TWO AND FIVE OF SELECTED ENGLISH SPEAKING STUDENTS

Order No. 8125648

BAUERSFELD, ROBERT IRVINE, ED.D. *Northern Arizona University*, 1981. 152pp. Adviser: David Whorton

This study focused on the impact of bilingual/bicultural education upon the academic achievement of Anglo-American and other fluent English speaking students in selected schools in San Diego County in California. A questionnaire was distributed to teachers who taught in the bilingual program to determine their perceptions regarding the importance of the Spanish as a second language component in a bilingual program, as well as the amount of time teachers devoted to second language instruction. A third element of this study was to compare the attitudes of Anglo-American and fluent English speaking students enrolled in bilingual/bicultural education toward the Mexican culture as compared to the attitudes of pupils enrolled in traditional programs. The Statistical Package of the Social Science (SPSS) data analysis program was used to analyze the data. The statistical treatment of the data included frequency distribution, the mean, standard deviation, and t-test. The level of significance was set at the .05 level.

Two hundred and five students were sampled to test the impact of bilingual education upon academic achievement. Seventy students were selected from bilingual classrooms and 135 from traditional classrooms. Analysis focused on the differences between the pre-test and post-test scores.

Nineteen bilingual teachers were sampled to determine their perceptions regarding the amount of time devoted to second language acquisition. They were also asked to rate the quality of their program.

Three hundred and two students were sampled from among twenty classrooms in order to determine the degree of feelings toward the Hispanic and Anglo cultures as expressed by students in both bilingual and traditional classrooms.

Research findings indicated that Anglo American students enrolled in bilingual education did not suffer any loss in reading or mathematics achievement while having the advantage of learning a second language. The length of time a student was enrolled in bilingual education appeared to have a positive correlation upon academic achievement and tended to support the bilingual model as a viable learning alternative. Anglo-American and other fluent English speaking students also appeared to have the more positive attitude toward the Mexican culture as compared to students enrolled in traditional programs. Attitudinal outcomes may be one of the most important factors when considering bilingual/bicultural education as an educational alternative.

DIFFERENCES IN WISC VERBAL-PERFORMANCE CATEGORIES AND READING ACHIEVEMENT AMONG BLACK, URBAN SCHOOL CHILDREN

Order No. 8122237

BERMAN, ROBERT EVANS, ED.D. *Northern Illinois University*, 1981. 61pp.

The purpose of this study was to investigate the relationship between WISC Verbal-Performance categories and reading achievement among Black, urban school children. The WISC and the Wide Range Achievement Test were administered to 224 inner city students, as part of psychological evaluations completed by the author as a school psychologist. All of the students had been referred by their teachers and principals because of various educational or

behavioral difficulties. The subjects included in the study were 8, 10, or 12 years of age and had WISC Full Scale IQ scores of between 90 and 110, inclusive.

Using the results of the WISC administrations, the subjects were assigned to one of three groups, according to their WISC Verbal-Performance IQ scores. The first category, Low Verbal-High Performance (Group I), was made up of those subjects whose WISC Verbal Scale was at least 10 points below their Performance IQ score. The second category, equal Verbal-Performance (Group II), was comprised of those subjects whose Verbal and Performance IQ scores were less than 5 points apart. The third category, High Verbal-Low Performance (Group III), included those subjects whose Verbal IQ was at least 10 points above that of their Performance IQ. The dependent variable of reading achievement was determined from the reading scores of the Wide Range Achievement Test. The mean reading score of each IQ group, at each age level, was separated by sex.

A statistical analysis of the results included a 3 x 3 x 2 analysis of variance. A significant (p at .05) three-way interaction was found for the variables of age, IQ group, and sex, which superseded the significance of the main effects and two-way interactions found. t-tests were performed to isolate where this three-way interaction difference occurred. The statistical findings indicated that, at the different age levels, the pattern of mean reading scores for males and females in the various IQ groups was not consistent. However, inspection of the results indicated that for ages 10 and 12 only, Group I subjects were significantly lower than Group II and Group III in reading achievement, regardless of sex. It was therefore concluded that for ages 10 and 12, WISC Verbal-Performance category is significantly related to reading achievement, with Group I configuration being a likely indicator of reading underachievement.

A STUDY TO IDENTIFY AND DESCRIBE CHARACTERISTICS OF AVID READERS IN INNER-CITY GRADE FIVE CLASSROOMS

Order No. 8114237

BROWN, HATTIE DOWDELL, PH.D. *The University of Iowa*, 1980. 143pp.
Supervisor: Professor Jerry N. Kuhn

Problem. The specific problem addressed in this study was to identify and describe the behaviors and characteristics of avid readers in grade five of selected inner-city classrooms in the Chicago, Illinois, public schools. A related aspect of the problem was to ascertain if any sex differences were associated with these behaviors.

Instruments utilized to address the problem were: (1) the Iowa Test of Basic Skills, (2) the Estes Attitude Scale, (3) a Pupil Questionnaire, (4) a Teacher Questionnaire, and (5) a Teacher Rating Scale.

Procedures. The population sample consisted of 115 pupils, 42 boys and 73 girls from fifth grade level classrooms of six elementary inner-city, Chicago Public Schools - District Eleven. Teachers of these pupils had identified all pupils as avid readers.

Utilizing the computer system available at the Lindquist Center for Measurement, University of Iowa, a program was devised to provide summations and percentages of participant responses. An analysis of variance was used to test for significant differences between variables.

Results. On the basis of the data obtained through the administration of the several instruments and the analysis of that data, the following conclusions were formulated: (1) Inner-city avid readers achieve I.T.B.S. reading comprehension scores having a mean at or somewhat above grade level. (2) Inner-city avid readers achieve I.T.B.S. vocabulary scores having a mean slightly below or at grade level. (3) Inner-city avid readers exhibit very positive attitudes toward reading as measured by the Estes Attitude Scale. (4) The typical inner city avid reader as determined by modal response patterns of the participating group perceived him/herself as an average viewer of television; one who had been read to on a regular basis during pre-school years; one who was either a natural reader or an early reader, and found learning to read easy; one whose motivations came from curiosity, interest in learning to print and desire to be like parents; and, one who liked school from the very beginning. (5) The typical inner-city avid reader as determined by modal response patterns of the group also viewed him/herself as one who: continues to like school; worries about grades; is a good reader; and has a wide range of reading interests. (6) The typical, as determined by modal responses patterns of the group, inner-city avid reader further perceived him/herself as one who visits the public library; reads more than his/her classmates; reads at home everyday; and, prefers reading to watching television. (7) Teachers perceive the typical, as determined by modal descriptive response patterns, inner-city avid reader as one who: reads on his/her own; is liked by most classmates; and, has many desirable personal traits with a good self-concept being the most noticeable one. (8) Teachers rated the typical, as determined by modal response patterns, inner-city avid reader as a pupil who: has good memory, is imaginative, persistent, competitive, curious, and self-reliant; has good work habits and a long attention span and one who has a good self-concept. (9) Relatively few significant differences between boy and girl avid readers were found. However, boy avid readers scored significantly better on both the Reading Comprehension and Vocabulary sections of the Iowa Test of Basic Skills. Boy avid readers have a better opinion of their own reading ability than do girl avid readers. Teachers perceived girl avid readers as exhibiting greater sibling competitiveness than boy avid readers, but boys manifested greater peer competitiveness.

THE DEVELOPMENT OF A LANGUAGE ARTS PROGRAM DESIGNED TO IMPROVE READING AND WRITING SKILLS IN SPANISH OF BILINGUAL SECONDARY LEVEL STUDENTS USING THEIR INTEREST AS MOTIVATION

Order No. 8115516

DOMINGO, RAFAEL, PH.D. *New York University*, 1980. 468pp.
Chairperson: Professor Stasia Ziobrowski

The purpose of this study was to develop a language arts program to improve the reading and writing skills in Spanish of selected level students in the Spanish component of a bilingual project using their interests as motivation. A combination of theories from developmental, vocational, and educational psychology as well as psycholinguistic, curriculum development, bilingual education and methods of teaching foreign languages were used to research and develop this model Spanish language arts program.

The program incorporates up-to-date language arts educational strategies, students' linguistic and psychodevelopmental and cultural background, and the reality of the urban setting in which they live. This information was obtained by conducting a survey of Hispanic students. An analysis was made of the current theories regarding curriculum development, bilingual education, and methods of teaching foreign languages. The author concluded the following: (1) The three criteria of relevancy, adaptability, and organization are considered vital for the development of curricula to assure the greatest cumulative effect with reference to learning experiences. (2) Second language evolution should take into account the first language learned since the native language literacy provides the foundation necessary for effective English language development. (3) The techniques used in native or dominant language instruction must be from those used to teach a foreign language.

Collection of Data. Four different instruments were used in this study for data collection from the students: (1) Language Background Questionnaire; (2) Geist Picture Interest Inventory; (3) Students' Problems Questionnaire; (4) Language Assessment Battery.

(1) The Language Background Questionnaire was used to assess the demographic data of the linguistic background of the students.

(2) The Geist Picture Interest Inventory was used to reflect the interests and aspirations of the students. Motivating forces behind occupational choices were identified. A list of 63 items was organized into 12 interest areas.

(3) The Students' Problems Questionnaire was used to elicit the main problems of the students around which the language arts program would be developed. This was in accordance with the learning theory that pupils learn material which they can associate with familiar experiences and concerns.

(4) The scores of the Language Assessment Battery, were used to assess the Spanish language reading, writing, listening comprehension and speaking abilities of the bilingual students.

The linguistic origin of the population was predominantly Puerto Rican and Dominican with a median age of 16.8.

Analysis of Curriculum Principles. The first principle obtained from the analysis was the relevancy of materials. The needs of the students were an important source of educational objectives. The selection of themes in the text was based on the students' interests and aspirations, and their urban setting life.

A second principle used was adaptability. This emphasizes that the curriculum should be geared to the age level, the psychological growth, and the language proficiency of the students.

The third principle, organization, was seen in the sequential progression of material from concrete to abstract.

The Spanish Language Arts Program. The main components of the program are as follows: students' text, teacher's guide, and diagnostic tools. The students' text provides a variety of reading drills, and exercises for the development of the students reading and writing abilities.

The teacher's guide includes the objectives and orientation for each lesson. It also includes a general introduction to the process of developing reading and writing skills.

The diagnostic tools include a battery of tests at three levels of language proficiency. These tests are intended to diagnose the students' abilities in reading and writing Spanish.

This program includes methods and techniques which are limited neither to the population of the study nor to the subject matter. Motivation is seen as a strong tool in materials development which might be applied in the development of other language materials.

COMMUNICATION SKILLS IN THE INNER CITY: EFFECTS OF RACE AND DIALECT ON DECODING Order No. 8119654

EDWARDS, THOMAS OLIVER, PH.D. *City University of New York*, 1981. 110pp. Adviser: Professor Barry J. Zimmerman

Many studies have examined issues related to communication skills in young children while other investigations have explored and delineated linguistic features of young children's speech. This study integrated research in referential communication and studies of dialects, Standard English and Black English. The problem of this investigation was to determine the effects of race and dialect in communicative effectiveness. It further explored the relationship among race, dialect and communicative topics associated with the cultural background of the subjects being examined. It was hypothesized that decoding within race and within dialect would be more effective than decoding across dialect or across race. It was further hypothesized that decoding within dialects would be equally effective and the decoding of messages relating to stimuli associated with one's background would be more effective than the decoding of messages of stimuli extrinsic to one's cultural frame of reference.

One hundred-five (105) Black children and fifty (50) White children between the ages of 8-10 years old were presented with the Sentence Repetition Test (Baratz, 1969) which assessed their abilities in Standard English and Black English. Three experimental groups of forty (40) each were organized from these results: Black Black English speakers, Black Standard English speakers, and White Standard English speakers. These children decoded Standard English and Black English messages, presented via tape-recorder, about stimuli that were designated Intrinsic to Ghetto Culture or Extrinsic to Ghetto Culture. While decoding messages, the children viewed a photograph of a young Black or White woman. These photographs served as the race of the speaker variable. The children received scores for accuracy in decoding and length of response time.

The results of this investigation showed that sex was not a factor in communicative effectiveness, race differences had minimal effects and dialect differences did significantly influence the communicative effectiveness of both listener and speaker. While Black and White children did not differ in the accuracy measure, Black children required significantly more time to respond to the stimuli whether presented in Standard English or Black English. Standard English was a more effective dialect for decoding even for Black English speakers. Black English speakers needed more time to respond than both Black Standard English and White Standard English speakers. There were no significant differences reported for the type of stimuli except that Black children needed more time to respond. Several interactions were observed among the race and dialect factors.

The more effective performance by the White Standard English speaking children was explained by their greater sensitivity to language, and the better performance in Standard English by all children was attributed to the greater exposure of the children to this mainstream language. The various interactions suggested a situational context explanation for the use of dialect and stimuli associated with a cultural frame of reference. Several implications for education were listed, most notably the consideration of the additional time by Black English speaking children to respond.

ADOLESCENT PROVERB COMPREHENSION: RACIAL SIMILARITIES AND DIFFERENCES Order No. 8113261

FISHER, JUDITH TOUGAS, PH.D. *The Florida State University*, 1981. 87pp. Major Professor: Edwin H. Smith

The problem of this investigation was to determine if: (1) there are differences between black eleventh grade students and white eleventh grade students in the ability to interpret proverbs, (2) either the socio-economic status of the student or the educational level of the student's parents has a significant effect on the ability to interpret proverbs, (3) there are differences between the two groups' (black, white) comprehension of specific proverbs.

The population was composed of 90 eleventh grade students: 33 black students and 57 white students. All students had met the criterion of functional literacy as defined by the Florida Statewide Assessment Test, Part II (Communications Skills Section).

The instrument used in this study was *The Proverb Test* developed by the researcher. The instrument was field-tested for reliability and validity.

Four hypotheses were tested. Hypothesis one stated that there is no significant difference between the mean scores of literate black eleventh grade students and literate white eleventh grade students in the ability to interpret proverbs. This hypothesis was tested, along with hypotheses two and three, in an analysis of covariates. The null hypothesis was rejected.

Hypothesis two stated that there is no significant difference between the mean scores on a test of proverb comprehension of subjects of different socio-economic levels. The null hypothesis was accepted.

Hypothesis three stated that there is no significant difference between the mean scores of subjects with parents of differing educational backgrounds on a test of proverb comprehension. The null hypothesis was rejected.

Hypothesis four stated that there is no difference between the scores of literate black eleventh grade students and literate white eleventh grade students on individual proverb items. This hypothesis was tested using a frequency table. A difference of 10% between the two groups in correctness of response was considered significant. The null hypothesis was rejected.

The conclusions from this study were: (1) that linguistic characteristics associated with race constitute a factor in the ability to understand and apply the common proverbs used in this study; (2) that family income is not a factor in an adolescent's ability to understand and apply common proverbs; (3) that educational level of the subject's parents is a factor in the ability to understand and apply the proverbs used in this study; (4) that there is a difference between the racial groups on individual proverb items.

LANGUAGE AND BLACK CHILDREN: THE EFFECTS OF DIALECTS IN SELECTED PASSAGES ON BLACK THIRD GRADERS' READING STRATEGIES AS REVEALED BY ORAL READING MISCUES Order No. 8120115

HOBSON, CHARLES DAVID, PH.D. *Georgia State University - College of Education*, 1981. 266pp.

Purpose. The purpose of this study was to examine the effects of the presence of selected black dialect features in two types of passages on the reading strategies of primary-grade monodialectal and bidialectal black children as revealed through analysis of oral reading. This investigation was based upon the idea that monodialectical, nonstandard English speakers/readers and bidialectal, nonstandard English speakers/readers would differ in their rendering of the texts

Methods and Procedures. A repeated measures design with one between subjects factor and two within subjects factors was used in this investigation. Dialect of subjects (monodialectal and bidialectal) was the between subjects factor; presence or absence of selected black dialect features in the passages and origin of passages (folk-familiar and literary-unfamiliar) were the within subjects factors.

From a pool of 83 black children enrolled in Title I programs in public schools in the Atlanta area eight were identified as monodialectal speakers/readers and 38 as bidialectal speakers/readers. Eight were chosen randomly from the 38 to constitute a second group equal in number to the monodialectal speakers/readers. Identification of subjects as members of these groups was accomplished through a procedure designed specifically for this study. The procedure was examined for validity and reliability.

Subjects read four passages, one of folk origin (familiar) written in standard English, one of folk origin written to include selected features of black dialect, one of literary origin (unfamiliar) written in standard English and one of literary origin written to include selected features of black dialect. To obtain appropriate black dialect features informants residing in the area from which subjects were drawn were interviewed and dialect features discerned. Subsequently these were embedded in two of the passages and in the dialects test. Passages were presented in random sequence to subjects and audio tapes were made while subjects read passages aloud without preparation or assistance.

The first 25 miscues (reader produced deviations from text) of each subject's oral reading were analyzed using four categories of the 1969 Goodman Taxonomy of Miscues. Categories were syntactic proximity, syntactic acceptability, semantic proximity and semantic acceptability. Intra-rater reliability was established for miscue scoring.

Test scores used to place children in Title I programs constituted a covariate in the data analysis procedures (multivariate analysis of covariance) used to analyze miscue data.

Results. Examination of the validity of the dialects test to identify monodialectal speakers/readers showed the test probably to be invalid.

No significant differences were found in the nature or miscues produced by the hypothetically different subjects.

Subjects produced significantly different miscues in the semantic proximity category for the black dialect literary passage and the standard English literary passage. For standard English and black dialect folk passages, miscue ratings were undifferentiated.

Conclusions. Because validity was not established for the dialects test, that subjects comprised two groups (monodialectal and bidialectal) cannot be claimed. Thus, all subjects must be considered bidialectal speakers/readers. The problem of identifying monodialectal speakers/readers remains unsolved.

The results of analysis of miscue ratings suggest that presence of dialect features in written text of two types influences bidialectal speakers/readers in only one way. Bidialectal speakers/readers produced miscues in the black dialect literary passage that were significantly different from those produced in the standard English literary passage in the semantic proximity category only. Miscues in the former were closer in meaning to text items than were miscues in the latter.

It is speculated that subjects produced closer approximations to text item meanings in the black dialect literary passage because they were able to draw upon the familiar language features embedded in that text to predict and confirm meaning as they read.

CHILDREN'S ACQUISITION OF VARIABLE FEATURES

Order No. 8116548

KOVAC, CEIL, PH.D. *Georgetown University*, 1980. 187pp.

The goal of the present study was to investigate the acquisition of variable features, within the framework of variation theory. By *variable* was meant variable in the adult model, specifically adult Black English. A comparison was made of the speech of children expected to have variable features in their adult model with the speech of children in which the same features may be expected to be variable in the early stages, but categorical in the adult model.

Based on samples of oral language from forty-nine 3, 5 and 7 year-olds in a population controlled for race and socioeconomic status, the study had the following objectives: (1) to describe the effect of grammatical, phonological, socio-economic, stylistic, and age factors on finite be usage of the subjects; (2) to compare and contrast the behavior of copular forms of finite be with auxiliary forms of finite be; (3) to compare and contrast uncontractible and contractible forms of finite be.

One general conclusion is that contraction and deletion are not dependent phological processes in the speech of the Black children, with the possible exception of the working-class speakers at 7. A second general conclusion is that Pro__environments and NP__environment are treated differently by the speakers in this sample. Based on the possibility of mis-segmentation, and the virtual lack of full forms, a contraction rule is not postulated in Pro-environments for any speakers in the sample, and contraction in NP-environments is problematic. For Black working-class speakers, non-occurrence in Pro-environments at 5 and 7 is accounted for by alternation between φ forms and forms that incorporate the be morpheme. The frequency of occurrence of φ forms at these ages suggests that non-occurrence is other than developmental absence, and in NP__environments, the adult constraint order suggests the operation of a deletion rule, syntactic in nature. For Black middle-class speakers at 5 and 7, there is no evidence of the same kind of alternation between "contracted" and φ forms. At age 3, it is impossible to separate developmental absence from incipient deletion for either group. φ forms with all White speakers are due to developmental absence, with the exception of the working-class speakers at 7, where non-occurrence is the result of peer influence. Auxiliary constructions exceed copula ones both in occurrence and non-occurrence, and an increase in full forms is noted from the joint portion of the interview to the individual. Deletion could only be seen as a marker of style-shifting for the Black middle-class seven-year-olds.

A DESCRIPTIVE ANALYSIS OF A PROGRAM OF CREATIVE DRAMATICS WITH A BILINGUAL/BICULTURAL CONTENT (SPANISH/ENGLISH): IMPLICATIONS FOR ENGLISH ORAL LANGUAGE DEVELOPMENT OF MEXICAN AMERICAN CHILDREN

Order No. 8113984

MARANON, SUSAN PEARL, PH.D. *University of Colorado at Boulder*, 1980. 337pp. Director: Richard J. Kraft

Educators and researchers agree that Mexican American children experience more academic success in the U.S. school system as they gain greater command over the oral and written language of that school system. Studies also indicate that an increase in the use of the home language and culture in the classroom reduces the absentee rate and increases achievement scores of the Mexican American children. Results of research show that the use of creative dramatics in classroom settings brings about improvement of oral language fluency in participating children.

The present study is an ethnographic description of a program of creative dramatics with a content taken from the linguistic and cultural heritage of the students. The children who participated were attending a migrant summer school in northern Colorado. The ages observed were 7-8, 11-12, and 13-15.

By means of classroom observation, audio-recordings of creative dramatics sessions, language use and classroom management surveys, interviews, and questionnaires, a description was made of how fluency in English was developed by building on Spanish language creative dramatic activities, as well as exercises done exclusively in English. Activities based directly on the home language and culture, such as dramatization of Mexican folktales and improvisations of events from Mexican history, were the most successful, according to the perceptions of those involved.

The study also describes the factors seen to be most important for the success of such a program, which are teacher knowledge of the students' language and culture and of theory and technique of second language learning. To a lesser extent, knowledge of the creative dramatics process is important.

A comparison is drawn between the use of language in the creative dramatics exercises, in the traditional classroom, and in a classroom organized around interest centers. It was found that the norms of classroom interaction of the creative dramatics activities allow for more continued use of the language by students than the other two classroom situations.

It was concluded that under the appropriate conditions, creative dramatics with a bilingual/bicultural content can be a powerful instrument for the development of fluency in English for Mexican American migrant children.

SELECTED FACTORS ASSOCIATED WITH LOW ACHIEVEMENT AMONG MEXICAN-AMERICAN COLLEGE STUDENTS

Order No. 8114107

MORAN, PATRICK JAMES, ED.D. *University of Northern Colorado*, 1981. 112pp.

Purpose of the Study. The purpose of this study was to determine if there were educational factors in which Mexican-American college freshmen differed from non-Mexican-American college freshmen. The factors selected for study were reading ability, the ability to use verbal means to express abstract relationships, and a set of demographic factors, including age, languages spoken, parental education and income, length of residence, and distance of residence from college.

Procedures. Twenty-nine Mexican-American college freshmen were compared to 34 non-Mexican-American college freshmen. Each group was divided into high and low achieving students on the basis of their ACT scores. Each student filled out a background questionnaire and was given *The Davis Reading Test, Form 1A* and the Verbal Similarities test of the *Wechsler Adult Intelligence Scale* (WAIS). A treatment-by-level Analysis of Variance procedure was used on the testing results to determine any significant differences among the four groups of students. Also, a Chi-square test was used to determine significant differences in background factors among the four groups.

Summary of the Findings. Salient findings from the research: (1) Non-Mexican-American students had significantly higher scores on *The Davis Reading Test, Form 1A* than did Mexican-American students. This finding was true for both high and low achieving students. (2) Non-Mexican-American students did *not* have significantly higher scores on the Verbal Similarities test of the *WAIS* than did Mexican-American college students. (3) High achieving students (regardless of ethnic identity) had a significantly higher score on the Verbal Similarities test of the *WAIS* than did low achieving students. (4) Almost all Mexican-American students and their parents listed Spanish as a language they spoke frequently in addition to English. Conversely, very few non-Mexican-American students spoke a second language. (5) The parents of Mexican-American students included a substantially larger number who listed their occupations as unemployed or blue collar than did the parents of non-Mexican-American students. (6) The parents of Mexican-American students had a substantially lower level of education than did the parents of non-Mexican-American students. (7) The residence of Mexican-American students was closer, on an average, to the university where the study took place than the residence of non-Mexican-American students.

Conclusions. Mexican-American college freshmen had a significantly lower level of reading ability than did non-Mexican-American freshmen. However, although Mexican-American freshmen had a lower level of verbal functioning than did non-Mexican-American freshmen, it was not significantly lower.

The differences in demographic features between the two ethnic groups may help account for the differences found in reading ability. Mexican-American students came from families with fewer economic advantages than the majority population enjoys. And almost all Mexican-American students and their parents spoke Spanish. These factors contribute to a social climate in which getting a college education does not seem feasible, and thus less emphasis is placed on preparation for college. When students from this background enter college, they find that the poor quality of their educational preparation and the limitations imposed by their background frequently has an inhibiting effect, becoming especially crucial in their reading.

Another conclusion is that the ability to speak two languages does not seem to affect the ability to perceive and express abstract relationships. There is no evidence from this present study that conceptualization is hampered by bilingual ability.

A STUDY OF THE SPEAKING AND READING DURATIONS OF YOUNG BLACK ADULTS

Order No. 8125839

PAYNE, JOHN ALFRED, PH.D. *The Florida State University*, 1981. 149pp. Major Professor: Anthony Holbrook

The purpose of this study was to examine a large normally speaking population of young black college students in order to determine the durational characteristics of speaking and reading. Further, it was the purpose of this study to make an extensive comparison of the results of Walker's (1979) study of young white college students and the results of the current investigation.

In order to accomplish the goals of this research, the exact instrumentation, method and procedure reported by Walker (1979) were employed. Normative data were reported on the five following speech durations: (1) Total speaking time which represented the total time necessary for the production of the message. (2) Articulation time which was the total speaking time exclusive of the pauses. (3) Phonation time which was the time that the vocal folds were active in the production of voice. (4) Voiceless speech which was the amount of time spent in voiceless articulation. (5) Pause time which was the amount of time in a message when no acoustic signal was present.

A total of 120 Native Black American college students served as subjects for this study. These subjects were undergraduate students enrolled at Florida A&M University and The Florida State University; 60 were males, and 60 were females. All subjects used in this study were judged to be normal with respect to speech, voice and hearing, and they had no formal voice training.

Three tasks were required of each subject. These tasks were to read a standard passage, to converse with the experimenter for three minutes and to read the written text of their conversational speech.

In addition to providing descriptive data concerning the performances of the three tasks in terms of durations, rates, percentages, and ratios for all subjects by race and sex, the following statistical tests were utilized: analysis of variance, *t* test, Newman-Keuls Multiple Range Test and the Pearson Product Moment Correlation.

The results indicated that there was a significant difference among the four groups of subjects for all measures except total rate of conversational speech and the reading of the conversational speech passage. The black male subjects and the white male subjects were similar on all measures. The black female subjects had the lowest rate of speaking and reading and the least pause time. The white females had the highest rate of speaking and reading and they had the greatest pause time. For all subjects, total speaking and articulation rates for conversational speech were slower than the same measures and the same material in the reading of the conversational speech sample. The total rates and the articulation rates for the reading of the conversational speech sample were significantly higher than the reading and articulation rates for the reading of the standard passage.

THE EFFECTS OF CONTENT SCHEMA ON READING COMPREHENSION FOR HISPANIC, BLACK, AND WHITE CULTURAL GROUPS

Order No. 8127684

SCHRECK, JANICE VANDERPLOEG, PH.D. *University of Illinois at Urbana-Champaign*, 1981. 146pp.

This research examined the relationship between content schema and reading comprehension for fifth- and sixth-grade readers from three different American cultural groups. The primary intent of the study was to determine whether students would comprehend culturally familiar reading material better than culturally unfamiliar reading material. Three groups, each comprised of 20 students, represented each of three cultural backgrounds: Hispanic, Black, and White. Every student read three passages, each constructed to reflect content peculiar to one each of the three cultural groups. Comprehension was measured by cloze performance, free recall, and responses to literal and inferential questions. Time to complete each reading task and oral reading word recognition accuracy was also assessed. Additionally, students rated the three passages for degree of familiarity, interest, enjoyment, reading difficulty, and

comprehension difficulty.

For participants in this study, the results indicated that cultural familiarity significantly facilitated comprehension and memory for connected discourse. Students in each of the three cultural groups produced more correct information and fewer responses inconsistent with textual content on their respective culturally familiar passage than on either of the two less culturally familiar passages. In no instance did girls and boys differ overall, either in their comprehension and memory performance or in their perceptions about passage attributes. The greatest degree of variability among readers occurred when students rated the passages in terms of interest, enjoyment, reading difficulty, and comprehension difficulty. In many instances, students' perceptions of these passage characteristics were not reflective of their actual test performance.

A COMPARATIVE STUDY OF STANDARD AND NONSTANDARD ENGLISH SYNTACTIC FEATURES IN THE LANGUAGE OF LOWER SOCIOECONOMIC CHILDREN

Order No. 8121862

THOMPSON, CAROLYN MCLENDON, PH.D. *The Ohio State University*, 1981. 106pp. Adviser: Professor Johanna S. DeStefano

The purpose of this study was to investigate the standard and nonstandard English syntax of lower socioeconomic status black and white Southern rural children as measured by their responses on sentence repetition tasks. The research was designed to determine what influence a student's race, sex, and grade level have on the form of English he or she would utilize when asked to respond to given sentence repetition tasks of a syntactic nature.

A limited number of features of standard English syntax were studied, five being selected for the study. These variables were copula absence, possessive marker, subject-verb agreement, past tense marker, and irregular verb form. A review of the literature indicated that these five categories are common areas in which syntactic differences between standard English and non-standard English occur and are prevalent in southern rural speech.

A sentence repetition instrument in story form was individually administered to 120 black and white rural Southern children in grades two, four, and six. Forty students were selected from each grade represented. Sixty of the selected students were male and 60 were female. Sixty were low income blacks and 60 were low income whites. Consequently, there were 20 representatives of each race and sex at each grade level.

After all subjects had participated in the study, their responses were categorized to permit an analysis of variance. Each of the five variables consisted of five stimulus sentences, making a total of twenty-five stimulus sentences in the instrument.

If a student's response to a particular stimulus sentence was made in standard English, it was scored as standard, and given two points. If a student's response was in nonstandard English, it was scored as nonstandard, and was given one point. Transcriptions were made of standard and nonstandard responses to permit the investigator to examine responses.

A program for multiple-classification analysis of variation was selected to test the null hypothesis of no significant difference between the group means for each source of variation--grade level, sex, and race.

Significant differences were found between races on the copula absence, possessive marker, and subject-verb agreement variables, with whites scoring higher than blacks on these three features. No significant differences between races were found on the past marker and irregular verb form variables. The analysis of variance revealed no significant differences between sexes or grade levels on the five variables. All students responded to the sentence repetition tasks in standard English sentences at least 70% of the time.

A DESCRIPTIVE ANALYSIS OF A PROGRAM OF CREATIVE DRAMATICS WITH A BILINGUAL/BICULTURAL CONTENT: THE USE OF THE MOTHER TONGUE AS A TOOL FOR INSTRUCTION. IMPLICATIONS FOR THE DEVELOPMENT OF SELF-CONCEPT (SELF-VIEWS) ON MEXICAN AMERICAN MIGRANT CHILDREN

Order No. 8122338

TOPETE, EUTIMIO, PH.D. *University of Colorado at Boulder*, 1981. 351pp. Director: Dr. Leonard Baca

Statistics show that Mexican American children have among the highest drop-out rates in United States public schools. Observations also have revealed that little use of the home language and culture of these children has been made in the classroom. Researchers and educators agree that this may have an adverse effect on the children's self-concept and academic achievement.

The present study of a program of creative dramatics with a bilingual/bicultural content was undertaken to see if such a program provides opportunities and alternatives for academic development, as well as to see in what ways the self-concept of the children is revealed in such a program.

The author made an ethnographic study of a creative dramatics program with Mexican American migrant children. This program was implemented in English and Spanish, using historical and cultural content from the background of the participants. Three classrooms were utilized for this study with one in-depth study classroom in a town in northern Colorado.

By means of on-site observation, analysis of recordings, interviews, and questionnaires, it was determined that the students had a very strong self-concept which was revealed most markedly during those creative dramatics activities based on their home language and culture. This finding was supported by a self-views instrument. It was also revealed that students preferred the ethnic content activities over the more neutral activities and that intellectual activity and language development took place to a greater extent in the ethnically related creative dramatics activities than in neutral activities.

The conclusions indicate that a creative dramatics program which has content from the ethnic and linguistic background of the Mexican American student, taught by personnel who have background and training in the same, can be very effective in bringing about continued intellectual growth in the students, as well as maintenance of a strong self-concept.

BLACK ENGLISH AND THE STANFORD-BINET TEST OF INTELLIGENCE

Order No. 8124172

WILLIAMS, DARLENE FAYE, PH.D. *Stanford University*, 1981. 184pp.

The present study was designed to determine if linguistic and pictorial bias existed for black children when tested with the Stanford Binet Test of Intelligence. The study examined two questions: (1) What is the effect of test language--Vernacular Black English (VBE) versus Standard Black English (SBE)--on the IQ scores of black students? (2) What is the effect of picture--black versus white--on the IQ scores of black students?

The test instruments used for this study were the Production Test and one of two versions of the Stanford-Binet Test of Intelligence--the SBE version or the VBE version. These tests were administered to 240 black children within the age range of six through twelve years. Each student was assigned to one of three language dominance groups--VBE Dominant, SBE Dominant, or Balanced Dominant--for their performance on the Production Test.

The overall Cronbach Alpha test reliability was .90 and the overall Standardized Item Alpha was .89. This is consistent with the demonstrated reliability of the standard version of the Stanford-Binet

Test of Intelligence.

A stepwise multiple regression analysis was calculated to determine the relative influence of chronological age, picture, language version, and dominance (VBE Dominance, SBE Dominance, and Balanced Dominance) on the IQ scores of black students. A reasonable approximation of the overall influence of these variables can be obtained with two of the variables--chronological age and picture. These two variables accounted for 25% of the variance of IQ scores ($r^2 = .25$).

A two-way analysis of variance with a correction for unequal numbers of subjects in the cell groups was used to determine the results of the study and the answers to the questions posed earlier. The results indicated that the language version presented to VBE Dominant-speaking students did explain a significant proportion of the variance in IQ scores, $p < .001$. The language version presented to the SBE Dominant-speaking students showed an insignificant effect of language, $p > .05$. The Balanced Dominant speakers demonstrated an insignificant main effect of language version, $p > .05$.

The picture treatment provided the following results. The VBE Dominant speakers exhibited a main effect of picture which was insignificant. However, the VBE Dominant speakers who were tested with the VBE version of the Stanford-Binet using pictures which reflect Afro-American culture had a mean IQ score difference 3.61 points higher than VBE Dominant speakers who were given the VBE version of the test with pictures reflecting Anglo-American culture. The SBE Dominant speakers manifested a significant main effect with the picture treatment, $p < .001$. In addition, those SBE Dominant-speaking students who were tested with pictures representing Afro-American culture had a mean IQ score which was 15.43 points higher than those tested with pictures representing Anglo-American culture. The Balanced Dominant speakers again demonstrated an insignificant main effect. The picture treatment was insignificant at the .05 level.

In conclusion, the test language variety does affect the IQ scores of the VBE Dominant-speaking students. Thus, language bias does exist for these students when tested using the SBE version of the Stanford-Binet. However, these students perform equally as well on tests with pictures which depict Afro-American culture or Anglo-American culture.

The SBE Dominant-speaking students perform equally as well on tests presented in SBE or VBE. Therefore, language bias does not exist for these students when tested with either version of the Stanford-Binet Test of Intelligence. However, these students will perform better if these tests have pictures which represent their own ethnic group, Afro-American culture.

The Balanced Dominant speakers produced insignificant results with both the language version and the picture treatments. Further linguistic research is needed regarding the Balanced Dominant speaker and standardized testing.

EFFECTS OF ASSIGNED VS. SELF-SELECTED READING UPON THE SELF-CONCEPT, READING ATTITUDE, AND READING ACHIEVEMENT OF BLACK ELEVENTH GRADE STUDENTS

Order No. 8118150

WINT, JOSEPH H. G., ED.D. *Hofstra University*, 1981. 150pp.

Purpose. The purpose of this study was to gain insight into some of the variables that contribute to the reading achievement of black students, namely reading interests, self-concept and reading attitude.

Procedure. Data were obtained from sixty black eleventh grade pupils in a public school district on Long Island, New York. These subjects had attained test scores within the 4-8 stanine range on the Metropolitan Achievement Test. Reading interests were identified by a Literary Interest Survey Scale and a Literary Interest Catalog. Self-concept was measured by the Piers-Harris Children's Self Concept Scale. Reading attitude was measured by Remmer's Scale to Measure Attitude Toward Any School Subject. Reading achievement was measured by Gates-MacGinitie Reading Tests.

Each group included thirty pupils randomly assigned to either the treatment or the control group. Both groups met for instruction for forty-five minute periods for one semester. Both groups were taught by the investigator who used the same teaching methods for both groups. The singular difference between the groups was the materials used. The control group used the single text assigned by the school district, while the experimental group used self-selected literature, an indication of their reading interests.

There was no statistitically significant gain in self-concept, reading attitude, or reading achievement. However, the ancillary findings may have significance for the classroom teacher.

Ancillary Findings. First, the comprehension scores on the subtest for each group were clearly higher than the vocabulary scores. This may mean that teachers should spend more time teaching vocabulary directly. Secondly, 90 percent of the students in the experimental group expressed a preference for paperbacks rather than for anthologies. They found paperback easier to carry around and more enjoyable to read; therefore, paperbacks may be used to promote more reading. Thirdly, the students chose "teenage books" as the category they were most interested in reading. This concurs with the studies done by Strang (1946), Norvel (1950), and others who found that teenagers liked to read about themselves.

Conclusions, Implications and Recommendations. The conclusions of this study are based upon the findings which relate to the hypotheses that were tested; therefore, the only conclusion that may be drawn is that the self-concept, the reading attitude and the reading achievement of black students will not necessarily be improved by the use of self-selected readings or by the use of assigned readings.

The results do not imply that students should not be given freedom of choice or assigned readings. What they do imply is a need for further study; therefore, the following recommendations are made: (1) A broader definition of interests should be adopted and utilized. This investigator discovered at least three different interests: (a) *reading interests* which are books that attract and hold a reader's attention such as a good mystery story; (b) *vocational interests* which may be permanent because they are a life-long goal of the student; and (c) *existing interests* which may be temporary. For example, a student may dislike reading, but he has an interest in karate; he may begin to want to read if he is given a book on karate. The teacher must capitalize on all of these interests, not just reading interest. (2) If this study is replicated, it is suggested that reading skills be taught also, because interest without skill appears to be inadequate to meet the educational needs of students. (3) Finally, from a study of the related literature, a clear pattern emerged which this investigator has tentatively labelled: "Substrata Factors of Reading Failure in Black Students." In this substrata, poverty contributes to low verbal and intellectual stimulation; low intellectual stimulation contributes to poor self-concept; poor self-concept generates negative attitudes; and low teacher expectation serves to compound the problem. Further investigation of this sequence of events is recommended.

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